DOCUMENT RESUME

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ABSTRACT

This document describes a program which attempts to comply with the New York State Regents' plan requiring that all programs leading to teacher certification be reorganized in a competency-based, field-centered format. Part one of the document is a note to the student. Part two is a description of the program, including (a) a position statement; (b) entrance requirements; (c) expected strategies and experiences required of program participants in order for them to be recommended for certification; (d) assessment, which includes skills, knowledge, and attitudes to be attained, as well as assessment procedures, conditions and criteria; (e) student guidance; and (f) program evaluation and management. Part three is a discussion of involvement and describes (a) the representatives and processes by which participants were selected, (b) the agreed-upon responsibilities of interested parties in program implementation, and (c) reservations the implementation agencies may have about the proposed program and the manner in which these reservations can affect implementation. Part four presents additional information concerning the program. The last part contains appendixes, which deal with the North Country Competency-Based Teacher Education Elementary School Policy Council. (PB)

A COMPETENCY BASED TEACHER EDUCATION PROGRAM for N-6 CERTIFICATION

STATE UNIVERSITY OF NEW YORK
COLLEGE AT POTSDAM
1975

Preliminary Statement

In 1972 the Commissioner of Education of the State of New York issued regulations requiring all programs leading to certification as a teacher or other public school personnel be reorganized in a competency-based, field-centered format. The Regents' stated goal of the program revisement was to establish a procedure which would assure the public that the personnel in schools were certified on the basis of demonstrated competence.

In order to progress toward this goal the Regents, in effect, mandated the nature of the product which would come from institutions of higher education and the process by which this product would be derived. They stressed that certification should be based on demonstrated competence rather than total reliance upon college courses. A person's certification should reflect acceptable level of general background knowledge, subject matter knowledge, and teaching skill. The process of preparing teachers was to involve a number of agencies including: schools, higher institutions, professional staffs and other relevant agencies. The Regents viewed the ideal training program as one which would integrate theory and experience.

The following program represents one attempt by the State University of New York, College at Potsdam to comply with the Regents' plan. The members of the North Country CBTE Program Elementary School Policy Council (Appendix A), as well as many

other persons who have been involved in the development and implementation of the program view this document not as a static, finalized product but rather as a beginning step toward competency based teacher education.

The strategies and three basic competencies, which form a major portion of this program, are drawn primarily from the work of Joyce and Weil (1972) and David Hunt (1971, 1974). As the person with the primary responsibility for developing and implementing this program, I wish to express my thanks to the many persons who have been involved in the processes of development and implementation and tc those who are continuing to seek answers to the many questions which this document raises.

R F M

CONTENTS

SECTION I - COVER SHEET

DATE: November 1, 1974

STATE UNIVERSITY OF NEW YORK, COLLEGE AT POTSDAM

PARTICIPATING PUBLIC SCHOOL DISTRICTS:

Those school districts and BOCES which are represented by the North Country CBTE Program Elementary School Policy Council (Appendix A)

TITLE OF N. Y. CERTIFICATION:

Elementary Teacher, N-6

LEVEL OF CERTIFICATE: Provisional

DEGREE(S) TOWARD WHICH PROGRAM WILL LEAD:

Bachelor of Arts

ANTICIPATED DATE OF PROGRAM IMPLEMENTATION:

Fall Semester 1975

ANTICIPATED DATE OF PROGRAM COMPLETION BY INITIAL ENTRANTS:

Spring Semester 1977

To The Student,

This experimental competency based teacher education program is an attempt to provide you, the prospective teacher, with attitudes, skills and knowledges necessary to function as a teacher in today's and tomorrow's society. We want to stress that this document is intended to be a skeletal framework which will begin to facilitate your training and upon which a more fully developed program may be constructed. While realizing that this program is experimental in the sense that changes are inevitable and desirable, we want to assure you that we will make every effort to treat each person as an individual, who possesses different needs, ideas and feelings. We will try to see that individuals do not get "lost in the shuffle" or brushed aside. If we work together to cultivate the idea that persons must be concerned for one another and that this concern must be reflected in our actions, then we will have begun to form the kernal of a program which holds the potential for positive growth.

There will undoubtedly be problems and frustrations as you learn to operate in a new program. All we ask is that you join with us in this challenge to build a program which will hopefully meet your needs in ways that other programs have been unable to do in the past.

Bob McNergney

Program Director

SECTION II - PROGRAM

A. Position Statement

The program is based on a number of assumptions about the teaching-leraning process. First it assumes that there is no one "best" way to teach. Therefore, the competent teacher must be able to use a variety of learner styles.[1] Second, we are assuming that teachers must be able to teach more than content, i.e., they must be more than "handlers of information," they need to be able to facilitate a child's personal and social development. Third, in order for any teacher to survive and be effective, there are a number of professional survival skills which he/she must possess.

The program emphasizes a pre-professional's attainment of skills, knowledges and attitudes through early and continued interaction with children and in-service professionals. Since the literature does not support one best way to teach, the choice and use of a variety of instructional strategies must be made from a body of existing knowledge rather than on a strictly intuitive basis or by simply modeling individual teachers' styles.[2]

Using the aforementioned assumptions as a base, the program components, as listed in part "C" of this section, were developed.

[1] Hunt, D.E. Matching Models in Education. Toronto: Ontario. Institute for Studies in Education, 1971.

[2] Joyce, B.R. and M. Weil. Models of Teaching. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

B. Entrance Requirements

The requirements for entrance into the program will follow existing guidelines for admission to the School of Education, i.e., a student must have accumulated an overall grade point average of 2.0 or above and must not have been convicted of a felony. Each student admitted to the School of Education is examined by a screening committee to determine his/her compliance with these requirements.

C. Program Components or Expected Experiences, Skills and Knowledges

The program is divided into two sections, referred to as "domains". One domain is "Exploratory Experiences" and the other domain is "Strategies". Each domain is designed to facilitate the attainment of particular competencies.

Exploratory Experience Domain

Exploratory Experiences are intended to be short-term and extensive in nature. They are meant to serve as an introduction to the public schools and community and to facilitate the attainment of three basic competencies. We believe that it is not enough to tell prospective teachers about the heterogeneity of educational environments, educational objectives and individual learner characteristics, we would prefer that they experience these differences through a kind of "hands-on", real-world oriented approach. Ex-

ploratory Experiences, therefore, are quantitative in nature, i.e., they are designed to place the pre-professional in contact with a wide variety of learners and learning environments.

Within the Exploratory Experience Domain, there are five areas: (1) Personal Sources, (2) Social Interaction, (3) Information-Processing, (4) Behavior Management and (5) Managerial Skills. These areas are generally patterned after Joyce and Weil's (1972) "families" of teaching models and may be found in the first one or two sheets in each section of colored paper (pages 13-15, 20-23, 27-29, 35-36, 39-41).

The Personal Sources Area is designed to involve participants with children in activities which facilitate a child's personal, creative expression. The specific activities are designed to utilize a variety of media. These media are intended to establish a setting where less experienced pre-professionals can interact with other experienced teachers and pupils in a non-threatening, learning environment. These activities are not viewed as ends in themselves but more as means which enable the affective growth of children. We hope that these activities will foster the idea that it is important for children to succeed and mature in ways that are not strictly cognitive and that are uniquely individual or personal.

The Social Interaction Area is designed to involve program participants in group activities with children, teachers and community persons. The intent is to begin to develop an awareness

on the part of prospective teachers that a child's learning and and a teacher's own professional development are often contingent upon many related persons and events, i.e., learning is also "social" in nature as opposed to the "personal" dimensions discussed in the previously mentioned Area. We believe it is important for persons to realize the impact of their actions on others and the impact of others' actions on themselves.

The Information-Processing Area deals with more content-oriented activities. Here a student is working with children to promote their cognitive growth in the basic curriculum areas of math, science, reading, social studies and language arts. The purpose of these activities is to introduce prospective teachers to the content and methods of instruction in the basic subject areas.

The Behavior Management Area is designed to provide experiences for program participants to examine behavior in a systematic way. While setting this area apart from other areas may give the impression that we are advocating the operant conditioning or behavior modification approach, this is not our intent. We hope that program participants, by viewing behavior in a more systematic way, will begin to develop some understanding of the teaching-learning process as a science. We feel that it is as necessary for a teacher to be able to "decenter" and to view persons, environments and behaviors in an objective light, just as it is important for them to develop the more subjective personal and social skills mentioned in the above areas.

And finally the Managerial Skills Area is designed to provide propsective teachers with experience in a number of professional survival skills. Functioning in the everyday world of the classroom teacher requires skills in accounting, running machines, attending meetings, etc., etc. While these kinds of tasks may seem indirectly involved with the processes of teaching and learning, they are nonetheless an integral part of a teacher's responsibilities. We believe it is necessary therefore, to aid the prospective teacher in the attainment of these skills in order for him/her to function effectively.

In each area there are specific experiences that we are asking students to do. Looking at one of these experiences may give you a better understanding of what we mean by "do". The first experience in the Personal Sources Area (page 14) appears as follows and is directly related to value orientation as well as building competence relative to aspects of all three basic competencies.

Expl.Exp.	Support Materials	Assessment Conditions	Criteria
Values Clarification	Modules and readings from Personal Sources appropriate for respective experiences	Indv__Sml.Grp__Whl.Grp__	Ob__Par__Imp__

When a student selects this experience he/she will look at the Support Materials category and then pick up some basic information on values clarification through a module or readings. This material may be found in Satterlee Hall, room 201. Next he/she

will look at the Criteria category and decide whether to observe (Ob__) some follow student or teacher conducting a values clarification exercise, participate (Par__) in a values clarification exercise with a fellow student or cooperating teacher, or assume full responsibility for initiating and implementing (Imp__) a values clarification exercise. After deciding on the criteria, the student will look at the Assessment Conditions category and decide whether the values clarification exercise is to be done with: an individual pupil (Indv__), a small group of pupils (Sml. Grp__), or a whole group of pupils (Whl.Grp__). Once these decisions are made, and the actual values clarification exercise carried out, that Exploratory Experience would be considered to be "done". We would expect however, that at some point in the total, four-semester training program a student would accomplish this particular experience at all three criteria levels: (1) observe; (2) participate; (3) implement.

Why are we asking students to observe individuals, small groups and whole groups? What are they looking for? Why are we asking students to participate in and implement various learning experiences? What competencies do we intend to have them acquire from such action? In order to answer these questions it is necessary to return to our basic premise (page 1), i.e., "there is no one best way to teach". Accepting this premise means we believe that teachers must be able to establish a variety of learning environments for a variety of individual learners in order to produce a

variety of behavioral outcomes. However, as Hunt (1971) points out, before we can expect a teacher to pull these abilities together to implement a fully developed strategic style of teaching, it is necessary to provide experiences where prospective teachers have the opportunity to recognize, and differentiate among, various learning environments, a variety of learner characteristics and a variety of behavioral outcomes.

When a student is observing, participating or initiating and implementing any Exploratory Experience with children, that student will be guided by the requirements of the three basic competencies listed on page 12.

These three competencies require that a student demonstrate through his/her observation, planning and teaching that he/she is aware of individual pupil differences, the dimensions of the educational environment which may affect learning, and the intended behavioral outcomes for pupils. Exploratory Experiences, therefore, are not only an introduction to the teaching-learning process, but are activities designed to enable the attainment of the three basic competencies.

Strategies Domain

Strategies, as opposed to Exploratory Experiences, are intended to be more in-depth, intensive studies in the teaching-learning process.

> "...strategies are decisions about organizing people, materials, ideas to produce learning. They (help a

teacher) determine the objectives of classroom instruction, the means that will be employed, and the way the results will be evaluated."[3]

Within the Strategies Domain there are four areas: (1) Personal Sources, (2) Social Interaction, (3) Information-Processing, and (4) Behavior Management. These areas correspond to the first four areas in the Exploratory Experience Domain and are located in the last one or two pages in each section of colored paper. If you turn to page 17 you will find the first strategy in the Personal Sources Area, that of the Classroom Meeting Strategy as developed by William Glasser.

Looking down the left hand side of the page you see:

Strategy (Classroom Meeting - Glasser)

Theoretical	- That a student demonstrate an understanding of the theoretical basis for the Classroom Meeting Strategy as presented by Glasser.
Experiential	- That a student demonstrate an experiential understanding of the Classroom Meeting Strategy.
Implementation	- That a student demonstrate the ability to implement the Classroom Meeting Strategy.

Here we are asking that a student accomplish three things: (1) understand theory, (2) experience theory in action and (3) implement theory. At this time we can only guess that these three

[3]Joyce, B.R. and B. Harootunian. The Structure of Teaching. Science Research Associates, Inc., 1967, p. 94.

activities should probably occur in sequence, i.e., theory followed by experiencing followed by implementation. Until we know more about the effects of sequencing these activities, we do not wish to lock students into a proscribed progression.

In the middle of that page you see a category labeled Medium. This category might be thought of as a list of enablers, i.e., ways in which a student can go about accomplishing theoretical understanding, experiential understanding and implementation.

For example, if a student is trying to develop a theoretical understanding of the Classroom Meeting Strategy he/she may choose any or all of the activities which are listed directly to the right of the statement on theory (again, sequence and number of activities listed under Medium is not proscribed):

		Medium
Theoretical -	... demonstrate an understanding ...	- Read pp. 222-232 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work through Classroom Meeting Theory Module

The student will know if he/she has adequate grasp of the theoretical base of the Classroom Meeting Strategy by meeting the criteria listed under the Criteria category which appears directly to the right of the Medium category:

Medium	Criteria
- Read pp. 222-232 in Models of Teaching (Joyce & Weil, 1972) - Attent lecture - Work through Classroom Meeting Theory Module	Receive minimum score of 85% on a criterion-referenced test.

Each respective activity (theoretical understanding, experiential understanding, and implementation) has its own enablers or facilitating media and also its own set of criteria. We would expect that a typical student, by the end of approximately four semesters, will have completed all the criteria levels for each strategy in all four program areas.

Hopefully this brief explanation gives a basic overview of the proposed program components. We recognize that some Exploratory Experiences and Strategies may not be possible to deliver at this time and may need to be replaced by others. Also, we can only make some educated guesses about whether or not these activities will prove to be more or less work than a student can handle. As we move into the initial phases of implementation and elicit more information from students, community persons, public school teachers and administrators, and School of Education faculty, we should be able to draw a more realistic set of expectations.

Color Code Guide for Expected Program Experiences and Strategies

Pink - Exploratory Experiences and Strategies in Personal Sources Area, pp. 13-19.

Blue - Exploratory Experiences and Strategies in Social Interaction Area, pp. 20-26.

Yellow - Exploratory Experiences and Strategies in Information-Processing Area, pp. 27-34.

White - Exploratory Experiences and Strategies in Behavior Management Area, pp. 35-38.

Green - Exploratory Experiences in Managerial Skills, pp. 39-41.

KEY

Indv. = individual child

Sml. Grp. = small group of children (anywhere from 2-10)

Whl. Grp. = whole group of children (anywhere from approximately 10+)

Ob. = observation by program participant

Par. = participation with a fellow student and/or a teacher

Imp. = program participant takes primary responsibility for initiating and implementing

The Three Basic Competencies of the Exploratory Experience Domain

Skill, Knowledge, Attitude	Assessment Procedure	Assessment Conditions	Assessment Criteria
1. Demonstrates ability to recognize and differentiate among various personalogical characteristics of individuals			
1.0 Cognitive styles of learning 1.1 Motivational Orientation 1.2 Value Orientation 1.3 Sensory Orientation	Accuracy of categories determined through observation by participating teacher and college professor using evaluation guide.	Informal work session or observation of work with individual, small group or whole class of peers or children.	Correct categorization of personalogical characteristics 75% of incidents as recorded on Evaluation Guide.
2. Demonstrates the ability to recognize how the following dimensions of the educational environment may be manipulated to facilitate an individuals development			
2.0 Time 2.1 Space 2.2 Materials	Accuracy of categories determined through observation by participating teacher and college professor using evaluation guide.	Informal work session or observation of work with individual, small group or whole class of peers or children.	Correct categorization of personalogical characteristics 75% of incidents as recorded on Evaluation Guide.
3. Demonstrates the ability to recognize and differentiate among the following behavioral outcomes:			
3.0 Cognitive behavior 3.1 Affective behavior 3.2 Psycho-motor behavior	Accuracy of categories determined through observation by participating teacher and college professor using evaluation guide.	Informal work session or observation of work with individual, small group or whole class of peers or children.	Correct categorization of personalogical characteristics 75% of incidents as recorded on Evaluation Guide.

D. Assessment

D. Assessment

The following Exploratory Experiences are designed to enable a program participant to provide atmospheres in which a child's personal affective growth is facilitated.

The assessment procedure for the following Exploratory Experiences consists of verification by school and/or college personnel that the Experiences have been completed according to the assessment conditions and criteria as specified.

Domain: EXPLORATORY EXPERIENCES
Area: Personal Sources

Exploratory Experience	Support Materials	Assessment Conditions
Values Clarification	Modules and Readings from Personal Sources appropriate for respective experience	Indv. ___ Sml.grp. ___ Whl.grp. ___
Dramatic reading		___ ___ ___
Skit, play, etc.		___ ___ ___
Puppets		___ ___ ___
Weaving		___ ___ ___
Movement (dance, etc.)		___ ___ ___
Musical instruments		___ ___ ___
Knitting or Sewing		___ ___ ___
Cooking (with or without stove)		___ ___ ___
Painting (Finger, Watercolor, oil, etc.)		___ ___ ___
Clay (modeling & for potter's)		___ ___ ___
Photography		___ ___ ___
Kites		___ ___ ___
Pantomime		___ ___ ___
Metal Work		___ ___ ___
Wood Work		___ ___ ___
Graphic Arts		___ ___ ___

D. Assessment

Domain: EXPLORATORY EXPERIENCES
Area: Personal Sources

ce	Support Materials	Assessment Conditions			Criteria		
	Modules and Readings from Personal Sources appropriate for respective experience	Indv.	Sml.grp.	Whl.grp.	Ob.	Par.	Imp.
.)							
out stove)							
.)							
potter's)							

Domain: EXPLORATORY EXPERIENCES
Area: Personal Sources

Exploratory Experience	Support Materials	Assessment Conditions
Light Show		Indv.___ Sml.grp.___ Whl.grp.___
Sand Activities (painting, etc.)		___ ___ ___
Candle making		___ ___ ___
*_____		___ ___ ___
*_____		___ ___ ___

D. Assessment

*You may insert an activity of your choice which is not listed above.

Domain: EXPLORATORY EXPERIENCES
Area: Personal Sources

ace	Support Materials	Assessment Conditions			Criteria		
		Indv.	Sml.grp.	Whl.grp.	Ob.	Par.	Imp.
		—	—	—	—	—	—
		—	—	—	—	—	—
		—	—	—	—	—	—
		—	—	—	—	—	—

ctivity of your choice which is not listed above.

D. Assessment

Each strategy consists of three competencies:

1. Theoretical understanding
2. Experiential understanding
3. Implementation abilities

Assessment procedures and assessment conditions are incorporated in the Medium and Criteria categories.

Domain: STRATEGIES
Area: Personal Sources

D. Assessment

Strategy (Classroom Meeting - Glasser)		Medium
Theoretical	- That a student demonstrate an understanding of the theoretical basis for the Classroom Meeting Strategy as presented by Glasser	- Read pp. 222-232 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Classroom Meeting Theory Module
Experiential	- That a student demonstrate an experiential understanding of the Classroom Meeting Strategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module
Implementation	- That a student demonstrate the ability to implement the Classroom Meeting Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children - Whole-class (children)

Domain: STRATEGIES
Area: Personal Sources

Meeting - Glasser)	Medium	Criteria
t a student demon-ate an understand- of the theoretical ls for the Class- n Meeting Strategy presented by Glasser	- Read pp. 222-232 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Classroom Meeting Theory Module	Receive minimum score of 85% on a criterion-referenced test
t a student demon-ate an experiential erstanding of the ssroom Meeting ategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module	Perform at least 2
t a student demon-ate the ability to lement the Classroom ting Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children - Whole-class (children)	Perform one with peers and one with children, receiving a score of at least 85% on a clinical assessment instrument for each

Domain: STRATEGIES
Area: Personal Sources

D. Assessment

Strategy (Non-Directive - Rogers)		Medium
Theoretical	- That a student demonstrate an understanding of the theoretical basis for the Non-Directive Strategy as presented by Rogers	- Read pp. 210-221 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Non-Directive Theory Module
Experiential	- That a student demonstrate an experiential understanding of the Non-Directive Strategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module
Implementation	- That a student demonstrate the ability to implement the Non-Directive Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (Children)

Domain: STRATEGIES
Area: Personal Sources

ive - Rogers)	Medium	Criteria
t a student demonrate an understandof the theoretical is for the Non-Direce Strategy as presented Rogers	- Read pp. 210-221 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Non-Directive Theory Module	Receive minimum score of 85% on a criterion-referenced test
t a student demonrate an experiential erstanding of the -Directive Strategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module	Perform at least 2
t a student demonrate the ability to lement the Non-ective Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (Children)	Perform one with peers and one with children, receiving a score of at least 85% on a clinical assessment instrument for each

Domain: STRATEGIES
Area: Personal Sources

D. Assessment

Strategy (Synectics - Gordon)		Medium
Theoretical	- That a student demonstrate an understanding of the theoretical basis for the Synectics Strategy as presented by Gordon	- Read pp. 233-252 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Synectics Theory Module
Experiential	- That a student demonstrate an experiential understanding of the Synectics Strategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module
Implementation	- That a student demonstrate the ability to implement the Synectics Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)

Domain: STRATEGIES
Area: Personal Sources

Gordon)	Medium	Criteria
a student demonte an understandof the theoretical s for the Synectics tegy as presented ordon	- Read pp. 233-252 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Synectics Theory Module	Receive minimum score of 85% on a criterion-referenced test
a student demonte an experiential rstanding of the ctics Strategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module	Perform at least 2
a student demonte the ability to ement the Synectics tegy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)	Perform one with peers and one with children, receiving a score of at least 85% on a clinical assessment instrument for each

31

32

D. Assessment

The following Exploratory Experiences are designed to enable a program participant to provide atmospheres in which a child's social growth is facilitated and/or to enable the social development of the pre-professional teacher.

The assessment procedures for the following Exploratory Experiences consists of verification by school and/or college personnel that the Experiences have been completed according to the Assessment Conditions and Criteria as specified.

Domain: EXPLORATORY EXPERIENCES
Area: Social Interaction

Exploratory Experience	Support Materials	Assessment Conditions
Go with class to lunch	Modules on Social Interaction, Management and School and Community Resources	Where experiences refers to working with children it's either: Sml.grp.___ Whl.grp.___
Attend open-house or other school-community function		___ ___
Spend 1 day and 1 evening with a teacher		
Spend ½ day as aide to: custodian nurse cook secretary		
Ride bus to or from home with children		___ ___
Chaperon field trip, dance, sporting event, etc.		___ ___
Attend: PTA Grade level team mtg. Faculty association mtg. Faculty meeting Parent-teacher conference Board meeting		

D. Assessment

Domain: EXPLORATORY EXPERIENCES
Area: Social Interaction

ence	Support Materials	Assessment Conditions	Criteria
nch	Modules on Social Interaction, Management and School and Community Resources	Where experiences refers to working with children it's either: Sml.grp.___ Whl.grp.___	Ob.___ Par.___ Imp.___
or ity		___ ___	___ ___
cher			___
to:			___ ___ ___ ___ ___ ___ ___ ___
n		___ ___	___ ___
, dance, .		___ ___	___ ___
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n mtg.			___ ___
tion mtg.			___ ___
			___ ___
conference			___ ___
			___ ___

Domain: EXPLORATORY EXPERIENCES
Area: Social Interaction

Exploratory Experience	Support Materials	Assessment Conditions
Take child(ren) to a special event outside of school	Modules on Social Interaction, Management and School and Community	Where experience refers to working with children it is either: Sml.grp.___ Whl.grp.___
Spend 1 day as aide to principal		
Spend 1 day with guidance counselor		
Spend 1 day as aide in central office		
Make a home visit		
Investigate senior citizens as educational resources - tape an interview		
Investigate people of various occupational backgrounds within and surrounding area as educational resources personnel		
Spend ½ day with a policeman in the community		
Spend time at a local gathering place for kids. Shoot a game of pool, play pinball or have something to eat -- listen to the talk and observe individuals' actions		

D. Assessment

Domain: EXPLORATORY EXPERIENCES
Area: Social Interaction

ience	Support Materials	Assessment Conditions	Criteria
a ide	Modules on Social Interaction, Management and School and Community	Where experience refers to working with children it is either: Sml.grp.___Whl.grp.___	Par.___Imp.___
de to			___ ___
uidance			___ ___
de in			___ ___
			___
citizens ources -			___ ___
of various rounds nding area sources			___ ___
policeman			___ ___
cal r kids. ol, play mething o the talk duals'			___ ___

Domain: EXPLORATORY EXPERIENCES
Area: Social Interaction

Exploratory Experience	Support Materials	Assessment Conditions
Spend ½ day at a drug rehabilitation or counseling center talking with staff and persons who have used the center	Modules on Social Interaction, Management and School and Community	Where experiences refer to working with children it is either: Sml.grp.___ Whl.grp.___
Spend an evening talking with your parents and/or friends about your prejudices and get their opinions as to how you may have acquired these prejudices		
Go to a religious service in the community -- pick a sect, denomination or form of worship which is unfamiliar to you		
* _____		___ ___
* _____		___ ___

D. Assessment

*You may insert an activity of your choice which is not listed above.

Domain: EXPLORATORY EXPERIENCES
Area: Social Interaction

nce	Support Materials	Assessment Conditions	Criteria
ug	Modules on Social Interaction, Management and School and Community	Where experiences refer to working with children it is either: Sml.grp.___ Whl.grp.___ Ob.___ Par.___ Imp.___	
e			___ ___
lking			
t			
as			
udices			___
ervice pick n or ch is			___
___		___ ___	___ ___
___		___ ___	___ ___

activity of your choice which is not listed above.

D. Assessment

Each strategy consists of three competencies:

1. Theoretical understanding
2. Experiential understanding
3. Implementation abilities

Assessment procedures and assessment conditions are incorporated in the Medium and Criteria categories.

Domain: STRATEGIES
Area: Social Interaction

D. Assessment

Strategy (Laboratory Method - National Training Laboratories)		Medium
Theoretical	- That a student demonstrate an understanding of the theoretical basis for the Laboratory Method Strategy as presented by NTL	- Read pp. 75-92 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Laboratory Method Theory Module
Experiential	- That a student demonstrate an experiential understanding of the Laboratory Method Strategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module
Implementation	- That a student demonstrate the ability to implement the Laboratory Method Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)

Domain: STRATEGIES
Area: Social Interaction

Method - oratories)	Medium	Criteria
a student demon- te an understand- of the theoretical s for the Laboratory od Strategy as pre- ed by NTL	- Read pp. 75-92 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Laboratory Method Theory Module	Receive minimum score of 85% on a criterion-referenced test
a student demon- te an experiential rstanding of the ratory Method tegy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module	Perform at least 2
a student demon- te the ability to ement the Labor- y Method Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)	Perform one with peers and one with children, receiving a score of at least 85% on a clinical assessment instrument for each

Domain: STRATEGIES
Area: Social Interaction

D. Assessment

Strategy (Group Invesitgation - Thelen)		Medium
Theoretical	- That a student demonstrate an understanding of the theoretical basis for the Group Investigation Strategy as presented by Thelen	- Read pp. 36-47 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Group Investigation Theory Module
Experiential	- That a student demonstrate an experiential understanding of the Group Investigation Strategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module
Implementation	- That a student demonstrate the ability to implement the Group Investigation Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)

Domain: STRATEGIES
Area: Social Interaction

itgation - Thelen)	Medium	Criteria
a student demon- te an understand- of the theoretical s for the Group stigation Strategy resented by Thelen	- Read pp. 36-47 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Group Investigation Theory Module	Receive minimum score of 85% on a criterion-referenced test
a student demon- te an experientiál rstanding of the o Investigation tegy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module	Perform at least 2
a student demon- te the ability to ement the Group stigation Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)	Perform one with peers, and one with children, receiving a score of at least 85% on a clinical assessment instrument for each

D. Assessment

The following Exploratory Experiences are designed to enable a program participant to provide atmospheres in which a child's cognitive growth in the content areas (math, reading, social studies, language arts and science) is facilitated.

The assessment procedures for the following Exploratory Experiences consist of verification by school and/or college personnel that the Experiences have been completed according to the Assessment Conditions and Criteria as specified.

Domain: EXPLORATORY EXPERIENCES
Area: Information - Processing

Exploratory Experience	Support Materials	Assessment Conditions
Interest center in:	Modules and Readings on Interest Centers and appropriate subject areas	Indv. ___ Sml.grp. ___ Whl.grp.
Math		___ ___
Reading		___ ___
Social Studies		___ ___
Language Arts		___ ___
Science		
Inductive (student-centered inquiry) lesson in:	Modules and Readings on Inductive or Inquiry teaching and appropriate subject areas	
Math		___ ___
Reading		___ ___
Social Studies		___ ___
Language Arts		___ ___
Science		___ ___

Assessment D

Domain: EXPLORATORY EXPERIENCES
Area: Information - Processing

Support Materials	Assessment Conditions	Criteria
Modules and Readings on Interest Centers and appropriate subject areas	Indv.___ Sml.grp.___ Whl.grp.___	Ob.___ Par.___ Imp.___
Modules and Readings on Inductive or Inquiry teaching and appropriate subject areas		

Domain: EXPLORATORY EXPERIENCES
Area: Information - Processing

D. Assessment

Exploratory Experience	Support Materials	Assessment Conditions
Deductive (teacher-centered or student-receptive) lesson in:	Modules and Readings on Deductive teaching and appropriate subject areas	Indv. ___ Sml.grp. ___ Whl.grp. ___
___ Math		___ ___ ___
___ Reading		___ ___ ___
___ Social Studies		___ ___ ___
___ Language Arts		___ ___ ___
___ Science		___ ___ ___
* _____		___ ___ ___
* _____		___ ___ ___

*You may i t an activity of your choice which is not listed above.

Domain: EXPLORATORY EXPERIENCES
Area: Information - Processing

ce	Support Materials	Assessment Conditions	Criteria
	Modules and Readings on Deductive teaching and appropriate subject areas	Indv. ___ Sml.grp. ___ Whl.grp. ___	Ob. ___ Par. ___ Imp. ___
		___ ___ ___	___ ___ ___
		___ ___ ___	___ ___ ___
		___ ___ ___	___ ___ ___
		___ ___ ___	___ ___ ___
		___ ___ ___	___ ___ ___
		___ ___ ___	___ ___ ___

ctivity of your choice which is not listed above.

D. Assessment

Each strategy consists of three competencies:

1. Theoretical understanding
2. Experiential understanding
3. Implementation abilities

Assessment procedures and assessment conditions are incorporated in the Medium and Criteria categories.

Domain: STRATEGIES
Area: Information-Processing

Strategy (Concept Attainment - Bruner)		Medium
Theoretical	- That a student demonstrate an understanding of the theoretical basis for the Concept Attainment Strategy as presented by Bruner	- Read pp. 109-122 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Concept Attainment Theory Module
Experiential	- That a student demonstrate an experiential understanding of the Concept Attainment Strategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module
Implementation	- That a student demonstrate the ability to implement the Concept Attainment Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)

Domain: STRATEGIES
Area: Information-Processing

Lnment - Bruner)	Medium	Criteria
a student demon- s an understand- f the theoretical for the Concept nment Strategy as ated by Bruner	- Read pp. 109-122 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Concept Attainment Theory Module	Receive minimum score of 85% on a criterion-referenced test
a student demon- s an experiential standing of the pt Attainment egy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module	Perform at least 2
a student demon- s the ability to ment the Concept nment Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)	Perform one with peers and one with children, receiving a score of at least 85% on a clinical assessment instrument for each

D. Assessment

Strategy (Inductive - Taba)		Medium
Theoretical	- That a student demonstrate an understanding of the theoretical basis for the Inductive Strategy as presented by Taba	- Read pp. 123-126 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Inductive Theory Module
Experiential	- That a student demonstrate an experiential understanding of the Inductive Strategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module
Implementation	- That a student demonstrate the ability to implement the Inductive Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)

Domain: STRATEGIES
Area: Information-Processing

Taba)	Medium	Criteria
a student demon- te an understand- of the theoretical for the Inductive tegy as presented aba	- Read pp. 123-126 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Inductive Theory Module	Receive minimum score of 85% on a criterion-referenced test
a student demon- te an experiential rstanding of the ctive Strategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module	Perform at least 1
a student demon- te the ability to ement the Induc- Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)	Perform one with peers and one with children, receiving a score of at least 85% on a clinical assessment instrument for each

D. Assessment

Strategy (Advance Organizer - Ausubel)		Medium
Theoretical	- That a student demonstrate an understanding of the theoretical basis for the Advance Organizer Strategy as presented by Ausubel	- Read pp. 165-180 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Advance Organizer Theory Module
Experiential	- That a student demonstrate an experiential understanding of the Advance Organizer Strategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module
Implementation	- That a student demonstrate the ability to implement the Advance Organizer Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)

Domain: STRATEGIES
Area: Information-Processing

ganizer - Ausubel)	Medium	Criteria
t a student demon- ate an understand- of the theoretical is for the Advance anizer Strategy as cented by Ausubel	- Read pp. 165-180 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Advance Organizer Theory Module	Receive minimum score of 85% on a criterion-referenced test
t a student demon- ate an experiential erstanding of the ance Organizer ategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module	Perform at least 2
t a student demon- ate the ability to lement the Advance anizer Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)	Perform one with peers and one with children, receiving a score of at least 85% on a clinical assessment instrument for each

D. Assessment

Strategy (Developmental Model - Piaget)		Medium
Theoretical	- That a student demonstrate an understanding of the theoretical basis for the Developmental Model Strategy as presented by Piaget	- Read pp. 181-198 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Developmental Model Theory Module
Experiential	- That a student demonstrate an experiential understanding of the Developmental Model Strategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module
Implementation	- That a student demonstrate the ability to implement the Developmental Model Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)

Domain: STRATEGIES
Area: Information-Processing

al Model - Piaget)	Medium	Criteria
a student demon- te an understand- of the theoretical s for the Develop- al Model Strategy resented by Piaget	- Read pp. 181-198 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Developmental Model Theory Module	Receive minimum score of 85% on a criterion-referenced test
a student demon- te an experiential rstanding of the lopmental Model tegy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module	Perform at least 2
a student demon- te the ability to ement the Develop- al Model Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)	Perform one with peers and one with children, receiving a score of at least 85% on a clinical assessment instrument for each

D. Assessment

The following Exploratory Experiences are designed to enable a program participant to provide atmospheres in which a child's positive behavior may be encouraged and/or to enable a pre-professional teacher's objective examination of behavior.

The assessment procedures for the following Exploratory Experiences consists of verification by school and/or college personnel that the Experiences have been completed according to the Assessment Conditions and Criteria as specified.

Domain: EXPLORATORY EXPERIENCES
Area: Behavior Management

Exploratory Experience	Support Materials	Assessment Conditions		
		Indv.	Sml.grp.	Whl.grp.
Write a descriptive narrative	Module on Descriptive Narrative			
Collect baseline data	Modules in Operant Conditioning	___	___	___
Use techniques for reinforcing positive behavior (verbal and nonverbal)	Modules in Operant Conditioning	___	___	___
Be exposed to different reinforcement scheduling (interval, ratio , etc.)	Modules in Operant Conditioning	___	___	___
Be exposed to programmed materials	Modules in Operant Conditioning	___	___	___
*_____		___	___	___
*_____		___	___	___

*You may insert an activity of your choice which is not listed above.

Domain: EXPLORATORY EXPERIENCES
Area: Behavior Management

Support Materials	Assessment Conditions			Criteria		
Module on Descriptive Narrative	Indv.___	Sml.grp.___	Whl.grp.___			Imp.___
Modules in Operant Conditioning	___	___	___	Ob.___	Par.___	Imp.___
Modules in Operant Conditioning	___	___	___	___	___	___
Modules in Operant Conditioning	___	___	___	___	___	___
Modules in Operant Conditioning	___	___	___	___	___	___
	___	___	___	___	___	___
	___	___	___	___	___	___

tivity of your choice which is not listed above.

D. Assessment

The following strategy consists of three competencies:

1. Theoretical understanding

2. Experiential understanding

3. Implementation abilities

Assessment procedures and assessment conditions are incorporated in the Medium and Criteria categories.

Domain: STRATEGIES
Area: Behavior Management

D. Assessment

Strategy (Operant Conditioning - Skinner)		Medium
Theoretical	- That a student demonstrate an understanding of the theoretical basis for the Operant Conditioning Strategy as presented by Skinner	- Read pp. 269-292 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Operant Conditioning Theory Module
Experiential	- That a student demonstrate an experiential understanding of the Operant Conditioning Strategy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module
Implementation	- That a student demonstrate the ability to implement the Operant Conditioning Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)

Domain: STRATEGIES
Area: Behavior Management

ditioning - Skinner)	Medium	Criteria
a student demon- te an understand- of the theoretical s for the Operant itioning Strategy resented by Skinner	- Read pp. 269-292 in Models of Teaching (Joyce & Weil, 1972) - Attend lecture - Work thru Operant Conditioning Theory Module	Receive minimum score of 85% on a criterion-referenced test
a student demon- te an experiential rstanding of the ant Conditioning tegy	- Observe and critique tape - Attend workshop - Observe strategy in classroom setting - Work thru Demonstration Module	Perform at least 2
a student demon- te the ability to ement the Operant itioning Strategy	- Peer-teach (peers) - Mini-teach (peers) - Micro-teach (children) - Whole-class (children)	Perform one with peers and one with children, receiving a score of at least 85% on a clinical assessment instrument for each

D. Assessment

The following Exploratory Experiences are designed to enable the program participant to demonstrate the managerial skills deemed appropriate for the practicing professional.

The assessment procedures for the following Exploratory Experiences consists of verification by school and/or college personnel that the Experiences have been completed according to the Assessment Conditions and Criteria as specified.

Domain: EXPLORATORY EXPERIENCES
Area: Managerial Skills

Exploratory Experience	Support Materials	Assessment Conditions (If done on campus, ig these categories) Indv.	Sml.grp.	Whl.grp.
Writing behavioral objectives	Modules on Objectives			
Storytime	Modules on listening and oral expression			
Go to recess and/or P.E. class with primary and intermediate class	Modules on Management and pyhsical education			
Getting primary children ready to go home (coats, boots, hats, etc.)	Modules on Management			
Function 1 day as Teacher's Aide	Modules on Teacher's Aide			
Moniter room before, during, after: operetta, concert, etc.	Modules on Management			
Examine teacher's N. Y. State Register and other record-keeping schemes for grading from start to finish (how collected, recorded, reported)	Modules on Record-keeping			
Help teacher take inventory	Modules on Record-keeping			
Take attendance, milk money, bank books, etc.	Modules on Record-keeping			
Collect and put to use, ideas for bulletin boards, classroom rations, etc.	Modules on Classroom Materials			

D. Assessment

Domain: EXPLORATORY EXPERIENCES
Area: Managerial Skills

ce	Support Materials	Assessment Conditions (If done on campus, ignore these categories)			Criteria		
		Indv.	Sml.grp.	Whl.grp.	Ob.	Par.	Imp.
	Modules on Objectives						
	Modules on listening and oral expression	—	—	—	—	—	—
ry s	Modules on Management and pyhsical education		—	—	—	—	—
ren ts,	Modules on Management		—	—	—	—	—
	Modules on Teacher's Aide					—	
c.	Modules on Management		—	—		—	
Y. her es rt cted,	Modules on Record-keeping	—	—	—	—		
	Modules on Record-keeping					—	
k c.	Modules on Record-keeping		—	—	—	—	
in	Modules on Classroom Materials					—	

Domain: EXPLORATORY EXPERIENCES
Area: Managerial Experiences

Exploratory Experience	Support Materials	Assessment Conditions (If done on campus, igno these categories)		
		Indv.	Sml.grp.	Whl.grp.
Audio-Visual Equipment:	Instructional Lab. in Satterlee, Modules			
Tape recorder		___	___	___
Ditto		___	___	___
Overhead projector		___	___	___
Opaque projector		___	___	___
Movie projector		___	___	___
VTR		___	___	___
Public Address System		___	___	___
Dry-mount press		___	___	___
Thermofax		___	___	___
Mimeograph		___	___	___
Language master		___	___	___
Filmstrip projector		___	___	___
Phonograph		___	___	___
Tachistoscope		___	___	___
Control reader		___	___	___
Still camera		___	___	___
Movie camera		___	___	___
Slide projector		___	___	___
Standardized Testing and and interpretation	Appropriate manual, Modules on testing	___	___	___
Teacher-made tests	Modules on Teacher-Made tests	___	___	___
Develop awareness of School Law	Modules on School Law	___	___	___
* _____		___	___	___
* _____		___	___	___

* may insert an activity of your choice which is not listed above.

Domain: EXPLORATORY EXPERIENCES
Area: Managerial Experiences

ce	Support Materials	Assessment Conditions (If done on campus, ignore these categories)			Criteria		
		Indv.	Sml.grp.	Whl.grp.	Ob.	Par.	Imp.
nt:	Instructional Lab. in Satterlee, Modules						
tor r							
System							
ctor							
and	Appropriate manual, Modules on testing						
	Modules on Teacher-Made tests						
	Modules on School Law						

ctivity of your choice which is not listed above.

D. Assessment

The preceding Exploratory Experiences and Strategies necessitate a high degree of field involvement on the part of program participants. In order to meet the criteria in both program domains, students will be spending more time in the community and schools than has been done in the past. This field involvement will also be extended over a longer period of time, as opposed to the traditional culminating period of student teaching. We do, however, expect that students will have an opportunity, at or near the end of their program, to assume major responsibility for directing the activities of a whole classroom. This kind of intensive assessment period would be viewed as a process of synthesis, or a pulling together of previous training, in order to prepare students for the full responsibilities of teaching. The amount of time spent in this intensive assessment experience may vary depending upon the capabilities and needs of individual students.

E. Student Guidance

Student progress will be recorded and monitered periodically utilizing an interactive computerized record-keeping process. Students will be registered with faculty members who will have first-hand knowledge of students' work on campus and in the field. Students and respective faculty will hold regularly scheduled seminars, and/or individual conferences for the purpose of discussing progress, planning courses of action for individual students, gaining infor-

mation from students regarding their feelings toward program and suggestions for change, etc.

F. Program Evaluation and Management

1. The computerized account of individual students' performances will be reviewed periodically by the students and respectively assigned professors (as mentioned previously, Section II, part E). Program effectiveness, i.e., the aggregate progress of program participants, will be monitered formally on a semester by semester basis.
2. The information on overall program effectiveness will be shared with students, cooperating school districts and School of Education personnel in order to elicit their suggestions for consideration of program modification.

Feedback from participating school districts will be channeled through the North Country CBTE Program Elementary School Policy Council and directed to the Office of the Coordinator of Competency-Based Programs at the University Campus. Feedback from participating University personnel and students will be directed to CBTE Task Force Chairmen and they in turn will relay this information to the Office of the Coordinator of Competency-Based Programs. The Office of the Coordinator of Competency-Based Programs will assemble the information on suggested program modifications and relay this information back to the North Country CBTE Program Elementary School Policy Council and faculty within the

School of Education for appropriate action.

3. Information about the applicability of the required experiences and strategies will be gathered both formally and informally. Field coordinators and faculty from the University will be observing students and meeting on a regular basis to evaluate not only student performance but the utility of requirements. Meetings will also be held with in-service teachers who are directly involved with college students to elicit their thoughts and suggestions regarding the relevance and applicability of program expectations.

SECTION III - INVOLVEMENT

A. Identifies Representatives by Title or Position and Describes How Representatives Were Chosen

The faculty of the School of Education expressed a desire to establish a policy council structured in a manner similar to that which guided the development of the trial projects at Potsdam. Rather than to deal directly with a limited number of school systems at the developmental stages, it was agreed that it was desirable to have represented on the policy council representatives from as broad a sector as was possible.

Since guidelines mandated involvement of teachers, administrators as well as college faculty, it was decided to establish a policy council including these constituencies but to also include other areas of representation whose assistance would tend to enrich the input into the program.

The Policy Council consists of three major groups consisting of representatives of school districts, professional personnel (teachers) and the institution of higher learning. Membership representing the school districts was attained from the North Country School Study Council which deals directly with some forty-four school districts and the St. Lawrence,Jefferson and Lewis County BOCES. Two representatives were elected by the executive board of the North Country School Study Council and three administrators were named by the County Superintendents to represent the three-county BOCES.

To represent the professional personnel, three teachers were elected by the Franklin-St. Lawrence Teachers Council. Two additional teachers were named by the Potsdam State University Alumni Association since it was felt desirable to have representatives on the council who had completed professional preparation through the Potsdam program.

Representing the institution, the faculty of the School of Education elected three of its members to serve. It also named the following positions in the School of Education whose incumbents would be members: The Coordinator of Elementary Field Experiences and the Director of the Congdon Campus School.

In order to maintain ongoing liaison with other bodies in the College, two representatives of the School of Liberal Studies were appointed by the Dean of Liberal Studies and one representative from the School of Music was appointed by the Dean of Music.

Two students, currently enrolled in teacher education programs were elected by the local chapter of NYSEE.

It was felt that parity of representation was maintained through the balance of ten members from outside the College and ten members of the college serve on the council.

The endorsement page in Appendix B identifies each individual by name and title.

B. Describes the Agreed-upon Responsibilities of the Parties at Interest for Program Implementation

The major functions of the policy council thus established are as follows:

1. To develop general policy regarding the program.
2. To approve the program for submission to the State Education Division of Teacher Education and Certification.
3. To identify resource and support needs of the schools and SUCP relevant to program development, implementation and revision.
4. To recommend to the appropriate organization(s) possible ways of meeting these identified needs.
5. To make recommendations relevant to program development, implementation and revision.
6. To request and receive regular progress reports.
7. To serve in a liason capacity among the various educational institutions and organizations within the North Country CBTE service area.
8. To assist the general public and area communities to better understand the North Country CBTE Program . . . Elementary Schools, its program, its goals, its needs, and its service to future educational needs.

We believe that the structure and functions of the policy council as established not only meet, but exceed that which is considered to be the intent of involvement in program development.

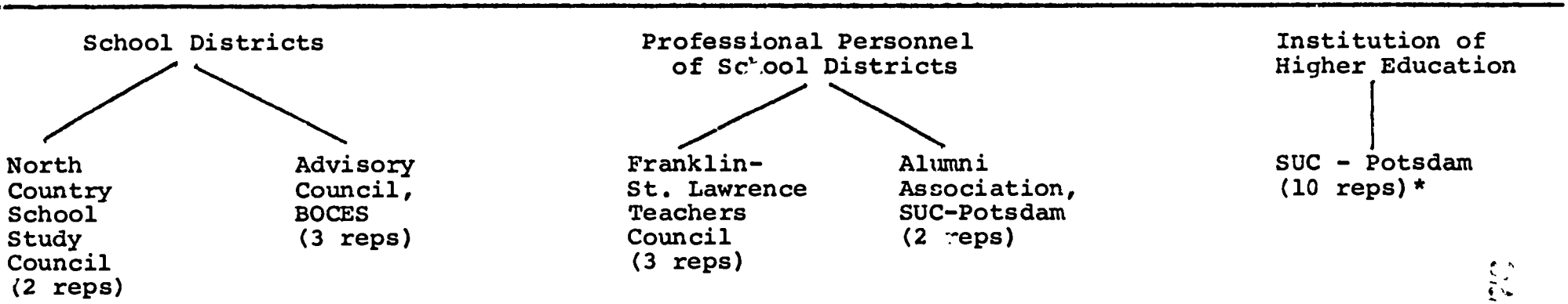
It is recognized that implementation of the program in the schools in the region will require additional input and agreement from each of the several school systems to become directly involved in the implementation stages.

POLICY COUNCIL

THE NORTH COUNTRY CBTE PROGRAM.....ELEMENTARY SCHOOLS

Chairman - Dean of School of Education

Secretary and Recorder - Chairman of Teacher Education



* - Coordinator of Field Experiences
- Director, Congdon Campus School
- 3 faculty of School of Education
- 2 faculty of School of Liberal Arts
- 2 students in teacher preparation
- 1 faculty of School of Music

C. Describes any Reservations the Agencies May Have About the Proposed Program and the Manner in Which These Reservations May Affect Implementation

The Policy Council endorses the competency based teacher education program as contained herein, it being assumed that further work is necessary in the areas mentioned on page IV-6, section IV. However, we wish to state the following reservations that concern us with competency based programs in general.

Given the state of the research, we do not believe that all teaching and learning can be reduced to discretely measurable terms. For this reason, we espouse a realistic, humanist philosophy which opposes the idea that teachers and pupils be mechanistically processed and evaluated.

We believe the time schedule for program development and implementation which has beenimposed by the State of New York is unrealistic. More time is imperative if all parties concerned are to conduct needed research, draft supporting legislation, design workable management systems and facilitate cooperative discussion.

We also recognize that competency based teacher education will require financial backing if it is to succeed. Monies must be allocated to release teachers from their responsibilities in order to participate in further program development and implementation. Direct financial support to school districts is needed in order to

provide staff development activities. Financial assistance to participating parties is also needed to provide for the increased costs of transportation and other logistical concerns.

In closing, we wish to reinforce our previously stated conviction that the processes of collaborative decision-making and management are seriously impeded by the imposition of arbritary time constraints. Additional time is required if we are to work together effectively to build a viable program.

SECTION IV

ADDITIONAL INFORMATION REQUESTED BY STATE UNIVERISTY

CONTENTS

A. Instructional Program

1. Description

As outlined in Section II, the program is based on the premise that no single instructional procedure is appropriate at all times, for all educational objectives, with all learners. For those reasons, the program is designed to prepare teachers to differentiate among and implement a variety of approaches or strategies of teaching.

By accepting the premise that teachers of children may rely on no one appraoch to teaching we recognize that teacher educators too, must be prepared to offer a variety of training approaches. For this reason the proposed program is structured to provide a variety of instructional procedures to be used with program participants. No one method will be relied upon as the sole means of training students. Modules, workshops, readings, video and audio tapes, peer teaching, micro-teaching, etc., will be made available as vehicles for enabling the achievement of competence. As the program evolves, a conscious effort will be made to investigate the effects of various training procedures and individual student characteristics on behavior.

1.1 Nature and sequence of instruction

The following four Blocks represent the proposed pattern of programming for students:

Block I

100 Intro. to Ed. or 201 Curric. of N-12 School

202 History and Structure of Education in America

301 Teaching of Language Arts & Arithmetic

302 Teaching of Science and Social Studies

Block II

301 Teaching of Language Arts & Arithmetic

302 Teaching of Science and Social Studies

306 Humanizing Education

307 The Process of Instruction and Learning

425 Teaching of Reading in Elementary and Early Secondary Schools

Block III

306 Humanizing Education

307 The Process of Instruction and Learning

308 Student Teaching

311 The Teacher and The Profession

405 Team Teaching

410 Education of the Exceptional Child

411 Education of Culturally Deprived Rural Children

412 Teaching Children with Learning Disorders

425 Teaching of Reading in Elementary and Early Secondary Schools

425 Pratical Classroom Approaches in Reading Instruction

Block IV

SAME AS III

The initial group of students will enter the program by registering for any three of the five courses listed in Block I. They will then proceed through the program by registering for x (to be determined) number of courses in each successive Block. It is anticipated that each student will receive credit for the program Blocks by completing the following learning activities (for an explanation of "Exploratory Experiences" and "Strategies" refer to pages 1-10):

Block I	Block II	Block III	Block IV
½ of the Exploratory Experiences plus seminars related to specific course listings	½ of Exploratory and ½ of the Strategies plus seminars related to specific course listings	Same as II	½ of the Strategies plus seminars related to specific course listings

1.2 Provisions for deviation from program

The Blocks of instruction are intended to be constant for all students. Within each particular Block, individuals may opt for different learning experiences and pace their work according to their needs. It is possible that certain experiences may only be accomplished at certain times during a semester due to limited physical and human resources. For this reason, the student will at some times and in some ways, be restricted from following a completely self-planned program. If it is not possible to provide a certain

learning experience for one reason or another then a student, in conjunction with faculty, may design an alternative (e.g., see asterisked blanks in each Exploratory Experience Domain in the Program Proposal).

2. Short-range Objectives

It is the intention of the School of Education at SUNY, Potsdam to initiate the program on a pilot basis with a limited number of students during the spring semester of 1975. Participating parties will concentrate on process and product concerns during this first semester of the program. The members of the North Country CBTE Program Elementary School Policy Council recognize the need to clarify the following questions as the program evolves:

Teachers' Concerns

1. How many students will be involved ir schools initially and eventually?
2. How many students will be working with each cooperating teacher?
3. How much time involvement is expected of a cooperating teacher?
4. How will cooperating teachers be prepared to work this program?
5. Who is to evaluate and how is it to be done?
6. How flexible is the program in terms of fitting pupil needs?
7. Is this program to be coordinated with other programs from the College?
8. What is the teacher's commitment in terms of the program?
9. What compensations are provided for teachers working in the program?

Public School Administrators' Concerns

10. How much responsibility does the school district have for preparing teachers?
11. What are the effects of field-centered teacher preparation on the educational climate in the schools?
12. How will in-service teachers be selected to participate in a program and is there a mechanism for appeal?
13. How are particular schools to be represented in policy decisions?
14. Will there be College faculty on site frequently to coordinate?
15. What do we mean by competency achievement?

University Concerns

16. To what extent do we assess academic, substantive knowledge of students and when is this done?
17. As we move toward CBTE are we tying ourselves to a particular theoretical approach in exclusion of other theories?

General Concerns in Terms of Program Management

18. Are we involved in a great deal more paper work, what types of paper work and where will most of the paper work be done?
19. How are the School Boards to be directly involved in the decision-making process?
20. How will College faculty and students be matched in working teams?
21. Can a student test out of certain portions of the program?
22. How are students' schedules to be coordinated in terms of both liberal studies and education?
23. Who pays for transportation and what forms of transportation will be utilized?
24. What is the composition of an evaluation team?
25. Are competencies like courses and how are these competencies to be reported to potential employers?
26. Do competencies appear on permanent record?
27. What support materials need to be developed?
28. What specific problems are imposed on transfer students?

3. Campus Involvement

The School of Education and the School of Liberal Studies will continue to develop mutually supporting courses and coordinate scheduling in order to facilitate the program. An examination of existing program patterns for students taking courses in both the Schools of Education and Liberal Studies will be made in order to determine if modifications are needed in light of the proposed program. Any modifications in program patterns deemed appropriate will be made vis-a-vis the requirements imposed by State law, e.g., all future program patterns will contain the drug studies component, as described in annual reports submitted to SUNY Central.

B. Miscellaneous

1. Credit Hours

1.1 Method of relating program components to credit hours

A student who completes the requirements for the first semester Block of the program will receive nine credit hours. The credit for succeeding semester Blocks will be determined prior to the fall semester 1975.

1.2 Accomodations for "prior achievement" and "additional time"

If a student, prior to entering the program, has accomplished a particular set of learning experiences which overlap program requirements, then that student, in conjunction with faculty, may arrange to receive credit for those experiences. This occasion may arise not only with students who have been enrolled at SUNY, Potsdam for their entire undergraduate program but with transfer students from other colleges and universities.

For those students who are unable to fulfill the Block requirement within a semester period, additional time will be provided. Students will receive credit corresponding to the amount of work completed. If a portion of the requirements are not finished in a particular semester then a grade of "Incomplete" will be given for a proportional number of credit hours and the student will be able to take additional time to complete the program.

1.3 Distribution of credit hours among arts and sciences and professional education

At present, a student who completes the existing program receives 90 hours of liberal studies credit and 30 hours of education credit. Given the projected demands of the proposed program, we envision the need to examine the previous pattern of credit and, if necessary, explore the possibilities of adjusting credit in order to accurately reflect students' efforts.

2. Process By Which A Student Will Be Recommended For Certification

Upon completion of program requirements, a student will be recommended for certification by the Office of the Assistant to the Dean of the School of Education.

3. Relationship of Campus School to the Proposed Program

In order to meet the State of New York's requirements to formulate and implement competency-based teacher education programs, SUNY Potsdam has relied heavily on the potential of the Congdon Campus School. The personnel of the Campus School are involved in the pre-active phase of program implementation by developing materials, writing modules, serving on committees to determine time space utilization, etc. They have readily assumed the responsibilities of program development and are anticipating their role in

the active phases of program implementation.

During the course of program implementation, the students in the program will be expected to exhibit their abilities to work with children. Therefore, the program must be able to provide classrooms of pupils with master teachers who are willing to cooperate and have the skills necessary to guide prospective teachers through meaningful experiences. The personnel of Congdon Campus School are able to provide these services.

The geographical considerations of the North Country necessitate a near-by location for short-term experiences for program participants. The Congdon Campus School stands ready to provide support in terms of video-taping, micro-teaching, small and whole group instruction, and tutoring of individual pupils. By using the Campus School, it will be possible to arrange such experiences on short notice with a minimum of logistical complications.

SECTION V - APPENDICES

APPENDIX A

THOSE SCHOOL DISTRICTS WHICH ARE REPRESENTED BY THE NORTH COUNTRY CBTE PROGRAM ELEMENTARY SCHOOL POLICY COUNCIL

Bruston-Moira Central School

Chateaugay Central Schoo

Malone Central School District

St. Regis Falls Central School

Salmon River Central School

Saranac Lake Central School District

Tupper Lake Central School District

Canton Central School District

Clifton-Fine Central School District

Colton-Pierrepont Central School District

Edwards Central School

Gouverneur Central School District

Hammond Central School

Herman-DeKalb Central School

Heuvelton Central School

Knox Memorial Central School

Lisbon Central School District

Madrid-Waddington Central School

Massena Central School District

Morristown Central School District

Norwood-Norfolk Central School District

Enlarged Ogdensburg City School District

Parishville-Hopkinton Central School

Potsdam Central School District

Research and Demonstration Center, SUNY at Potsdam

St. Lawrence Central School District

St. Lawrence County BOCES

Jefferson-Lewis County BOCES

APPENDIX B

NORTH COUNTRY CBTE ELEMENTARY
SCHOOL POLICY COUNCIL PROGRAM

Chairman

George Jeffers, Dean
School of Education

Vice-Chairman

Alan Wheeler, Chairman
Department of Teacher Education

Secretary

Robert McNergney, Coordinator
North Country CBTE Program

Franklin - St. Lawrence Teachers Council

Elizabeth Buchanan
Salmon River Central School
Ft. Covington, N.Y. 12937

James Hendershot
Potsdam Central School
Potsdam, New York 13676

Joanne McLean
Salmon River Central School
Ft. Covington, N.Y. 12937

BOCES - Lewis - Jefferson - St. Lawrence

William Dadey, District Principal
Indian River Central School
Philadelphia, New York 13673

Carlos Gutierrez, Superintendent
Potsdam Central School
Potsdam, New York 13676

George R. Tyler
Supervising Principal
Parishville-Hopkinton Central
Parishville, N.Y. 13672

North Country School Study

Michael McCabe
Elementary Principal
Madrid-Waddington Central
Madrid, New York 13660

Patricia McNulty
Canton ATC
12 West Main Street
Canton, New York 13617

Potsdam Alumni Association

Kathleen Champney
Colton-Pierrepont Central
Colton, New York 13625

Mabel O'Hanlon
Norwood-Norfolk Central
18 Sisson Street
Potsdam, New York 13676

State University College at Potsdam

School of Liberal Studies

Richard Hutcheson, Dean

Bruce Campbell, Chemistry

School of Music

David Etheridge

Coordinator, Field Experiences

Richard Hutchinson

School of Education

Charlotte Cullen

Pat Hourihan

Mary Wickman

Students

Carol Simon - EYSEE

Director, Campus School

Diana Jordan Sundberg

Thomas M. Barrington
President, State University College, Potsdam